



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Final Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

Georgian and Abkhazian language and literature, Bachelor

Sokhumi State University

Evaluation Date: 13.5.2026.

Final Report Submission Date: 6.7.2026.

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Sokhumi State University, Legal Entity of Public Law
Identification Code of Institution	205224700
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Nihada Delibegović Džanić, University of Tuzla, Bosnia and Herzegovina
Member (Name, Surname, HEI/Organisation, Country)	Nino Popiashvili, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ana Chubinidze, Newton Free School, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Patariaia, European University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Shalva Mkheidze, New Vision University, Georgia

¹ In the case of a joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ქართული და აფხაზური ენა და ლიტერატურა
Name of Higher Education Programme (in English)	Georgian and Abkhazian Language and Literature
Level of Higher Education/programme	Bachelor's
Qualification to be Awarded ²	Bachelor of Philology
Name and Code of the Detailed Field	0232 Languages
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	Georgian
Number of ECTS credits	198
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ In case of Integrated Bachelor's–Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme

The Bachelor's Programme "Georgian and Abkhazian Language and Literature" at Sokhumi State University is an interdisciplinary philological programme aimed at preparing qualified specialists with broad knowledge of Georgian and Abkhazian linguistics, literature, and culture. The programme seeks to develop graduates who possess relevant theoretical knowledge, practical language and analytical skills, research competencies, and intercultural awareness, enabling them to become competitive, ethically responsible, and socially engaged professionals. Particular emphasis is placed on the study, preservation, and promotion of the Abkhazian language and cultural heritage, as well as on fostering Georgian–Abkhazian intercultural dialogue and understanding. The programme provides students with comprehensive knowledge of Georgian and Abkhazian languages, linguistics, folklore, and literary studies, while also developing competencies in linguistic and literary analysis, interpretation, critical thinking, and academic research. Students acquire communicative competence in Abkhazian language at the A2 level of the Common European Framework of Reference for Languages (CEFR) and gain familiarity with Georgian and Abkhazian literary processes within broader cultural and historical contexts. To be awarded the qualification of Bachelor of Philology, students are required to complete 198 ECTS credits, including 24 ECTS of free compulsory courses and 174 ECTS within the main field of study, consisting of compulsory and elective courses.

▪ Overview of the Accreditation Site Visit

The site visit took place on 13 May 2026 in a hybrid format. The Georgian experts were present at the University, while the chair participated online via a Zoom link provided by the National Center for Educational Quality Enhancement (NCEQE). On 11 May 2026, the expert panel held a preparatory meeting with a representative of the National Center for Educational Quality Enhancement. During this meeting, the issues related to the evaluation were discussed and sufficiently clarified. The panel of experts was effectively supported by the representative of the NCEQE, who was physically present at the University during the site visit. Efficient interpretation services were also provided by the NCEQE. The panel and, in particular, the chair express their deepest gratitude to all those involved in the preparation of the site visit. Special thanks are extended to the representatives of the NCEQE, who ensured that the entire process proceeded smoothly. NCEQE representatives were available to the panel members throughout the entire process. The report was prepared collaboratively by the whole team, and several online meetings were organized to ensure that a general consensus on comments and assessments was reached. The chair of the panel expresses her sincere gratitude to the entire team for their active and efficient participation.

▪ Brief Overview of Education Programme Compliance with the Standards

Regarding the education programme compliance with the standards, it can be concluded that the programme demonstrates a high level of alignment with the established quality requirements. Within the first standard, programme objectives, learning outcomes, and the evaluation mechanisms of programme learning outcomes are fully compliant, while the overall standard, including the structure and content of the educational programme

and individual academic courses, is assessed as substantially compliant. The methodology and organization of teaching are evaluated as fully compliant overall, with full compliance achieved in programme admission preconditions and teaching and learning methods, the development of practical, scientific/research, creative, performance, and transferable skills, while student evaluation procedures, is assessed as substantially compliant. The standard related to student achievements, including consulting and support services, is fully compliant. The provision of teaching resources, including human resources, professional development of academic, scientific and invited staff, material resources, and financial sustainability, fully complies with the required standards. Finally, all components related to teaching quality enhancement opportunities, including internal and external quality evaluation, programme monitoring, and periodic review, are assessed as compliant, confirming the programme's commitment to continuous improvement and quality assurance.

▪ **Recommendations**

1. It is recommended that the courses: Abkhazian Language 1 and Abkhazian Language 2 be renamed Abkhazian Language Grammar 1 and Abkhazian Language Grammar 2. (Component 1.4)
2. It is recommended to the HEI to reword the title of the program. The title of the program – Georgian and Abkhazian Language and Literature, requires some clarification, including in English. We think it would be better to call the program Georgian and Abkhazian Philology, especially since the qualification awarded by the program is a Bachelor of Philology. It is also possible that the program could be called Georgian and Abkhazian Languages and Literatures. (Component 1.4)
3. It is recommended that, in the subject matter of the state language course, along with the issues of the Georgian language as the state language, the issues of the Abkhazian language as the state language on the territory of Abkhazia be reflected. (Component 1.5)
4. It is recommended that the technical flaw in the course “Georgian and Abkhazian Folklore” be corrected and the Abkhazian Narts’ epic “The Tale of Narts” be included in the literature and subject matter of the same course. (Component 1.5)
5. It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and individualized feedback on their mid-term and final assessments across all courses. (Component 2.4)
6. It is recommended that the HEI develop and formally integrate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools into its existing academic integrity framework. (Component 2.4)

▪ **Suggestions**

1. It is suggested to the HEI to consider expanding opportunities for non-formal education, student mobility, research participation, and interdisciplinary learning, particularly in the field of digital humanities. This would help students develop competitive professional profiles and improve their employability after graduation. (Component 1.1)
2. The panel suggests strengthening stakeholder engagement in the development and review of learning outcomes by seeking input from a broader range of stakeholders. Consideration could also be given to enhancing how learning

- outcomes are communicated to stakeholders, helping to promote a shared understanding of their purpose and intended achievements. (Component 1.2)
3. It is suggested that the HEI further strengthen and systematize the mechanisms used to familiarize external stakeholders with the results and analyses of learning outcomes evaluation. (Component 1.3)
 4. It is desirable to pay more attention to the international rules of citation at the level of scientific works. (Component 2.2)
 5. It is suggested to the HEI to integrate a formal research component (such as a short course paper, literature review, or analytical presentation) into the assessment structure of the foundational linguistic tracks. (Component 2.3)
 6. It is suggested that the HEI implement a student grade appeal mechanism that genuinely and effectively fulfills its intended purpose. (Component 2.4)
 7. It is suggested that the HEI develop and enforce a functional, systematic mechanism to ensure that the findings from student assessment analyses are actively utilized to update, refine, and continuously improve the educational programs. (Component 2.4)
 8. It is suggested that the HEI amend its educational process regulations to include specific, comprehensive guidelines for conducting student assessments during electronic and distance learning. (Component 2.4)
 9. It is suggested that the faculty establish a dedicated position for a study process manager or coordinator. (Component 3.1)
 10. The university is encouraged to strengthen long-term succession planning to reduce dependence on a limited number of senior specialists in the Abkhazian language and philology. (Component 4.1)
 11. It is advisable to involve junior researchers and young specialists from the Abkhazian Language Center more actively in teaching practice, co-teaching, curriculum implementation, and student supervision to facilitate the gradual transfer of academic and pedagogical expertise. (Component 4.1)
 12. The university is encouraged to develop more systematic mechanisms for preparing future academic staff in Abkhazian and Georgian philology, particularly given the absence of Master's and Doctoral programs in these fields under the current educational framework. (Component 4.1)
 13. The university should consider strengthening mechanisms that encourage greater student engagement in quality assurance processes. (Component 4.3)
 14. The university is encouraged to continue strengthening the accessibility of electronic learning resources and expanding legally accessible digital materials in accordance with copyright regulations, while also improving the analytical quality and specificity of statistical reporting on the use of electronic resources and databases in order to better assess their effectiveness and impact on the educational process. (Component 4.4)
 15. It would be advisable to develop clearer mechanisms for monitoring and analyzing the actual use of international scientific databases and electronic resources by students and academic staff. (Component 4.4)
 16. The university is encouraged to strengthen the integration of international scientific databases, including Scopus and similar platforms, into its teaching and research processes. (Component 4.4)
 17. Additional training sessions and practical workshops for students on the use of international academic databases, electronic catalogues, and research tools would

further enhance students' research competencies and academic literacy. (Component 4.4)

- **Brief Overview of the Best Practices (if applicable)⁴**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**
 - LEPL – Sokhumi State University has been informed of the contents of the accreditation draft report submitted by the panel of experts and communicated to the National Center for Educational Quality Enhancement.
 - The HEI accepted all the recommendations proposed by the panel of experts. This section first presents all the recommendations, followed by the HEI's rationale and additional elaboration regarding the fifth recommendation.
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 - **1. It is recommended that the courses 'Abkhazian Language 1' and 'Abkhazian Language 2' should be renamed to 'Abkhazian Language Grammar 1' and 'Abkhazian Language Grammar 2'. Component 1.4**
 - **Answer from the panel of experts:** The HEI shares the recommendation.
 - **Argumentative position of the HEI:** 1) We concur with the initial recommendation regarding the modification of the course titles. Accordingly, the relevant structural revisions have been integrated into both the programme architecture and the respective syllabi: the courses 'Abkhazian Language 1' and 'Abkhazian Language 2' have been renamed 'Abkhazian Language Grammar 1' and 'Abkhazian Language Grammar 2', respectively. Component 1.4. (See the Syllabi and Programme Curriculum);
 - **2. It is recommended that the HEI review the programme title. The title of the programme—'Georgian and Abkhazian Language and Literature'—requires further refinement and clarification, including its English nomenclature/translation. In the view of the expert panel, it is preferable to designate the programme as 'Georgian and Abkhazian Philology', particularly given that the programme awards a Bachelor's degree in Philology. Alternatively, the programme could potentially be titled 'Georgian and Abkhazian Languages and Literature'. (Component 1.4)**
 - **Answer from the panel of experts:** The HEI shares the recommendation and agreed to adopt the proposed programme title, with its implementation being subject to the final decision of the Accreditation Council.
 - **Argumentative position of the HEI:** Regarding the second recommendation to review the title of the programme — namely, 'Georgian and Abkhazian Language and Literature', including its English nomenclature— we raise no objections to modifying the programme title. Consequently, we concur with the primary alternative proposed by the expert panel: 'Georgian and Abkhazian Philology'. In this regard, we would like to elucidate the contextual circumstances that preceded the initial development phase of this programme. The inception of this programme was necessitated by the new mandates established within the framework of the

⁴ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

higher education reform and its overarching conceptual strategy. Consequently, representatives of the central administration of Sokhumi State University, led by the Rector, engaged in a series of consultative meetings held at the LEPL - National Center for Educational Quality Enhancement. During these consultations, the nomenclature of the programme was thoroughly deliberated. Notably, among the five initial proposals put forward by our institution was the very title currently suggested by the expert panel; however, consensus was ultimately reached on the variant subsequently submitted for accreditation. Moving forward, we await the Council's final determination on this matter. (Component 1.4)

- **3. It is recommended that the syllabus content of the State Language course reflect the core aspects of the Abkhazian language—which holds state language status within the territory of Abkhazia—alongside those of the Georgian language, the country's primary state language. (Component 1.5)**
- **Answer from the panel of experts:** The HEI shares the recommendation.
- **Argumentative position of the HEI:** The third recommendation pertained to the State Language course, wherein the expert panel requests that, alongside subject matter relating to the Georgian language—which holds state language status—the curriculum also incorporate core aspects of the Abkhazian language, reflecting its status as a state language within the territory of Abkhazia. (Component 1.5).
- In this connection, we clarify that the aforementioned course has been designed in strict compliance with Order No. 65/N of the Minister of Education, Science, and Youth of Georgia, dated August 12, 2025 (on the Approval of the Rule for Completing the Special Course in the State Language). Pursuant to the statutory mandates set forth in Article 2 of the said Order, the thematic scope and core syllabus content of the Special Course in the State Language (Georgian) have been explicitly delineated:
 - a) General Section: Foundational aspects concerning the Georgian language; the historical trajectory of the formation and development of the Georgian literary language; the historical origins and evolution of the Georgian script;
 - b) Problems of Standardizing the Literary Language. What is a literary language norm? What causes violations of linguistic norms? The significance and principles of language standardization; the main norms of contemporary Standard Georgian literary language;
 - c) Stylistics: the subject matter of stylistics; thematic elements of the functional styles of the Georgian language (scientific, literary, journalistic, legislative, and colloquial styles, along with their respective specificities); core aspects of practical stylistics;
 - d) Georgian scientific terminology. terminology formation, issues in domain-specific terminology.
- The aforementioned course constitutes a mandatory university-wide requirement and is included in all undergraduate programmes offered by Sokhumi State University.
- We concur with the expert panel's observation that Paragraph 3 of the same Article within the aforementioned Ministerial Order explicitly delineates the definition and structural content of the Special Course in the Abkhazian Language; however, the decree specifies that the mandatory inclusion of this special course is strictly applicable within the territory of the Autonomous Republic of Abkhazia. It was on these grounds that subject matter concerning the Abkhazian language was initially omitted from the syllabus in question. Nevertheless, in deference to the expert panel's recommendations, we have instituted the necessary revisions to the said syllabus, incorporating specific components on the Abkhazian language

exclusively for this particular programme (Ibero-Caucasian language family (general overview of Abkhazian-Adyghe languages), the origin of the Abkhazian script, the history of the Abkhazian alphabet, respectively, one textbook has been added to the mandatory literature: Teimuraz Gvantseladze, Abkhazian language: Structure, History, Functioning. (2011). (See the Syllabus.)

- **4. It is recommended that the technical discrepancy within the course 'Georgian and Abkhazian Folklore' be rectified, and that the Abkhazian Nart saga 'The Tale of the Narts' be systematically integrated into both the mandatory literature and the core thematic content of the syllabus. (Component 1.5)**
- **Answer from the panel of experts:** The HEI shares the recommendation.
- **Argumentative position of the HEI:** The fourth recommendation pertained to the academic course 'Georgian and Abkhazian Folklore', wherein the expert panel requests the rectification of a technical error and the inclusion of the Abkhazian Nart epic, 'The Tale of the Narts,' into both the bibliography and the subject curriculum content.
- The author of the syllabus for the academic course 'Georgian and Abkhazian Folklore' submitted the following clarification: In the syllabus submitted for accreditation, the topics for the sixth and eighth weeks were already indicated - the Abkhazian version of Nart legends and the heroes of the tales of the Narts. The main literature indicated was Sergey Zukhba, Abkhazian oral tradition, Tbilisi, 1988., and in the auxiliary - Antelava N., Myths and rituals of the peoples of the Caucasus, Tbilisi, 2017. However, he took into account the experts' recommendation /technical flaw and added to the course in the mentioned subject content - the epic of the Narts - "The Tale of the Narts", the book was indicated in the literature of the same course: "The Tale of the Narts," Abkhazian folk epic, translators Giorgi Bakanidze, Jemal (Simon) Ajiashvili, Tbilisi, 1980. (See the syllabus). (Component 1.5).
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- **5. It is recommended that the Higher Education Institution (HEI) develop and implement a standardized mechanism that ensures the provision of timely and individualized feedback on midterm and final assessments for all students across all academic courses. Component 2.4.**
- **Answer from the panel of experts:** The HEI shares the recommendation. It is important to point out that according to the recommendation, the HEI must have a mechanism that obliges each lecturer to provide students with at least oral individual feedback regarding their strengths and areas for improvement after every graded activity. The HEI representative refers to the exam results appeal mechanism. However, this recommendation concerns the establishment of a mechanism for providing individual feedback to students at the HEI. They do not have such a mechanism (based on the submitted documentation and the conducted interviews, the existence of such a mechanism cannot be established). Although the HEI agrees with this recommendation, the panel of experts considers it important to ensure that the HEI has correctly understood its purpose and the expectations arising from it.
- **Argumentative position of the HEI:** 5) The fifth recommendation pertained to the establishment of a standardized mechanism that ensures the provision of timely and individualized feedback on midterm and final assessments for all students across all academic courses.
- We concur with the expert panel's recommendation regarding the refinement, rather than the creation, of a standardized mechanism, as such a framework has

already been established and developed by the university within the scope of its Examination Center. Notably, both during the site visit and through subsequent post-visit submissions, the additional documentation requested by the experts was fully provided (including the minutes of the Appeals Commission meeting, a sample of a specifically contested exam script, the formal regulations for examination administration, the bylaws of the Examination Center, and the plagiarism detection mechanism). We will review the existing documents once again and make the necessary amendments.

- **6. It is recommended that the Higher Education Institution (HEI) formulate and implement comprehensive guidelines for the ethical deployment of Generative Artificial Intelligence (AI) tools within its existing academic integrity framework. Component 2.4.**
 - **Answer from the panel of experts:** The HEI shares the recommendation.
 - **Argumentative position of the HEI:** The sixth recommendation pertained to the development and implementation of comprehensive guidelines for the ethical use of generative Artificial Intelligence (AI) tools within the existing academic integrity framework. Component 2.4.
 - We concur with this recommendation, recognizing its relevance, necessity, and essential under current conditions. Nevertheless, we must clarify that pursuant to Decision No. 06/37/1 of the SSU Representative Council dated July 31, 2018, the university has already established the Regulations on the Accountability of SSU Academic, Scientific, Invited Personnel, and Students (Doctoral/Master's/Bachelor's Levels) for Violations of Academic Ethics and Academic Discipline. Within this active regulatory framework, it is entirely feasible to delineate and incorporate a dedicated article detailing comprehensive guidelines for the ethical use of generative Artificial Intelligence (AI) tools.
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- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**
 - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;

The programme is implemented by a total of 23 staff members, including academic and invited staff. Of these, 22 are academic staff members, all of whom hold doctoral degrees relevant to the field of philology, including 6 professors and 16 associate professors. The programme does not involve scientific staff or postdoctoral researchers. The programme is characterised by a strong affiliation component, as 21 out of 22 academic staff members are affiliated with the university, including 6 affiliated professors and 15 affiliated associate professors. In addition, the educational process involves 1 invited staff member.

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff

participation rates in local and international conferences; other scientific/research indicators;

The academic staff involved in the programme demonstrate substantial scientific and research activity over the last five years, contributing actively to the development of the field of philology through publications and participation in scholarly events. According to the presented data, programme staff have published 200 papers in local journals and 150 papers in international peer-reviewed journals, indicating a strong level of engagement in both national and international academic discourse. The staff also demonstrate active participation in scientific conferences and professional events. In total, they have delivered around 180 presentations at local conferences and 150 presentations at international conferences over the reporting period.

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);

The program is new and not yet accredited; therefore the data are currently unavailable.

- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;

The program is new and not yet accredited; therefore the data are currently unavailable.

- **Analysis of other quantitative data** provided in the self-assessment and annexes.

- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.**

III. Summary Table of Compliance of the programmes with the standards

	Standard	Evaluation
1.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies
1.4	Structure and Content of Educational Programme	Substantially
1.5	Academic Course/Subject	Substantially
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies
2.1	Programme Admission Preconditions	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies
2.3	Teaching and Learning Methods	Complies
2.4	Student Evaluation	Substantially
3.	Student Achievements and Individual Work with Them	Complies
3.1	Student Consulting and Support Services	Complies
3.2	Master's Student Supervision	
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies
5.1	Internal Quality Evaluation	Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Complies

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The panel finds that the programme objectives of the BA in Georgian and Abkhazian Language and Literature are generally clearly formulated, coherent, and largely achievable at the bachelor level. They appropriately reflect the specificity of the field of philology, encompassing linguistic, literary, and analytical dimensions, and are well aligned with the National Qualifications Framework. The objectives clearly articulate the knowledge, skills, and competences to be developed and are logically linked to the stated learning outcomes. A notable strength of the programme lies in its strong societal and disciplinary relevance, particularly its contribution to the preservation and development of the Abkhazian language, recognized as endangered, and its role in fostering intercultural dialogue and Georgian–Abkhazian relations. Furthermore, the objectives are consistent with the mission and strategic priorities of Sokhumi State University. However, the panel notes that the objectives place slightly limited emphasis on labor market demands, as they are predominantly justified through cultural and linguistic considerations, with insufficient explicit linkage to specific employment opportunities. Regarding labor market analysis the HEI confirmed during the interviews that due to the limited time that HEI had to submit this program they had to rely on the labor market analysis they conducted before. In the submitted document on labor market analysis it was stated the HEI examined the compatibility between humanities educational programs and the demands of the Georgian labor market, focusing on programs such as Georgian, Abkhazian, Russian/Slavic, German, and English Philology, as well as History and Archaeology. The study combined qualitative in-depth interviews with HR professionals, employers, educational experts, and graduates, together with a quantitative survey of more than 160 graduates. The research found that humanities graduates generally possess strong theoretical and academic knowledge, and most respondents evaluated the university's academic staff and educational programs very positively. However, the major challenge identified throughout the report was the lack of practical training and career-oriented preparation. Abkhazian philology graduates face more limited employment opportunities. Overall, the research concludes that although humanities programs provide a solid academic foundation, they must become more practice-oriented and closely connected to labor market realities in order to improve

graduate competitiveness and better meet the evolving demands of employers in Georgia. Although the programme is highly specialized and most relevant to the Georgian context, the study of Georgian and Abkhazian language and literature also extends beyond national borders. It is therefore essential to educate new generations of experts who will continue to advance the field. Interviews also confirmed that the learning objectives are well understood and supported by all individuals involved in the programme.

Evidences/Indicators

- SER
- The study program;
- Labor market research report;
- Interview results;
- Website.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested to the HEI to consider expanding opportunities for non-formal education, student mobility, research participation, and interdisciplinary learning, particularly in the field of digital humanities. This would help students develop competitive professional profiles and improve their employability after graduation.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Complies

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
 - Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.
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Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The HEI proposes the following learning outcomes as follows:

The primary outcome is a bachelor who possesses the knowledge necessary for a philologist in both Georgian and Abkhazian philology, commands Abkhazian at the basic level, and has sufficient skills and competences to be competitive, in full compliance with current standards.

Knowledge and Understanding: Possesses broad knowledge of general, Kartvelian, and Abkhazian linguistics; describes the general principles of the structure and functioning, and linguistic variation, of Georgian and Abkhazian as semiotic systems; explains linguistic propositions, the basic rules and methods of linguistic analysis, and typological study of languages.

- Reasons about key issues in the phonetics-phonology, morphology, and syntax of Georgian and Abkhazian literary languages; examines grammatical categories, issues of language functioning, and the structural and semantic features of words; analyses changes in the Georgian literary language and formulates reasoned views on aspects of language standardization.

- Describes processes in Georgian and Abkhazian oral tradition and literature; discusses and analyses Georgian and Abkhazian literature in its relevant cultural-historical context and in relation to world literary processes; has broad knowledge of the foundations and principles of literary studies, the general regularities of theoretical poetics, the main markers characteristic of the literary process, and the key categories of form and content of literary works.

Skills: Distinguishes synchronic and diachronic linguistics, their research methods, the content plane and expression plane of language; applies complex acquired knowledge in the phonetic/morphological and syntactic analysis of Old and Modern Georgian written texts.

- Reads, discusses, and analyses the place and role of key texts of Georgian and Abkhazian literature in the context of world literary history, on the basis of theoretical and textual material.

- On the basis of acquired disciplinary knowledge, and for the purpose of developing basic research skills, with the guidance of a supervisor, creates various types of academic work

(bachelor's thesis, paper, essay) using print and electronic dictionaries/corpora, information-communication technologies, library resources, and search systems.

- In Abkhazian-Georgian communication, uses language mediation skills, employing Modern Georgian and practical Abkhazian at the A2 (Basic) level for different purposes and audiences in a professional context, utilising all four CEFR speech competencies (writing, reading, speaking, listening) and information-communication technologies.

Responsibility and Autonomy: Through the study of Abkhazian, acknowledges the long-standing and close Abkhazian-Georgian linguo-cultural relations; expresses proper attitudes and social responsibility towards philological work, and identifies the necessity of continued study.

- Taking into account the principles of tolerance, analyses literary and linguistic facts; expresses respect towards both Georgian and Abkhazian as state languages and minority languages.

- In individual and team work, acts for the purpose of the development of self and others, adhering to the basic principles of collaboration and academic integrity; identifies the necessity of continued study for the deepening of philological knowledge and the further scientific study of languages.

The panel finds that the learning outcomes of the BA programme in Georgian and Abkhazian Language and Literature are generally well-structured and largely consistent with the programme aims. They adequately cover the key domains of knowledge, skills, and responsibility and autonomy, reflecting the content and disciplinary focus of the programme. The outcomes are clearly formulated and, for the most part, measurable and achievable within the scope of a bachelor-level programme. Their alignment with the qualification of Bachelor of Philology is evident, particularly in the emphasis on broad theoretical knowledge, introductory research skills, and analytical competences. The learning outcomes are appropriately tailored to the specificity of the field, encompassing linguistics, literary studies, and intercultural competencies, and they support progression to the next level of education. However, the panel notes that their connection to labour market demands is not sufficiently explicit. While the outcomes ensure general academic and transferable skills, there is limited evidence that they are directly informed by current employment needs or that they clearly articulate professionally oriented competences relevant to specific career paths. The panel believes that the development of the learning outcomes in collaboration with a wide range of stakeholders, including

employers, graduates, and students should be tighter. Stakeholders should be systematically informed about the learning outcomes or that mechanisms are in place to ensure their clear communication and shared understanding.

Evidences/Indicators

- SER
- Study program
- Syllabi
- Sectoral benchmark
- Interviews

Recommendations:

- None

Suggestions for the Programme Development

- The panel suggests strengthening stakeholder engagement in the development and review of learning outcomes by seeking input from a broader range of stakeholders. Consideration could also be given to enhancing how learning outcomes are communicated to stakeholders, helping to promote a shared understanding of their purpose and intended achievements.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Select Appropriate Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The panel points out that the HEI has put in place a formal system for the development, assessment, and regular review of programme learning outcomes. The procedures and tools used for evaluating programme learning outcomes are regulated by the university document entitled “Mechanism for Evaluating Learning Outcomes of Programs.” According to this framework, programme learning outcomes are evaluated through a predefined plan that incorporates both direct and indirect assessment methods and clearly identifies the responsibilities, timelines, and activities related to the evaluation of each learning outcome. The assessment approach reflects the specific characteristics of the academic field and the level of education, allowing the HEI to measure the degree to which programme learning outcomes are achieved. For each learning outcome, a target benchmark has been established using an individualized approach that takes into consideration the programme, the course, and the intended outcome. Learning outcomes are developed progressively through the stages of knowledge acquisition, deepening, and reinforcement.

As part of the indirect assessment process, students’ self-evaluations are used to examine the perceived level of achievement of learning outcomes, as well as to identify strengths and areas requiring improvement. Indirect assessment also incorporates feedback from graduates and employers. In line with institutional practice, the university uses specially designed questionnaires to support the evaluation of programme learning outcomes.

The HEI submitted documentation demonstrating that assessment findings are regularly analyzed and applied to the continuous enhancement of the programme, including updates to programme content, learning outcomes, assessment practices, and teaching resources when needed. Academic staff engaged in programme delivery are familiar with the methods used for assessing learning outcomes, and the institution provides appropriate support for strengthening staff competencies in the design, evaluation, and analysis of learning outcomes.

Nevertheless, the panel observes that the involvement of external stakeholders, including employers, alumni, and professional associations, in the evaluation process is described rather broadly and would benefit from more clearly defined and systematic procedures. Furthermore, although monitoring of learning outcomes is evidently conducted, there is still room for improvement in the formulation of explicit benchmarks for individual learning outcomes and in the systematic comparison of evaluation results against those benchmarks. Additional clarification is also needed regarding the mechanisms used to inform external stakeholders about the results and analyses of learning outcomes evaluation.

Evidences/Indicators

- SER
- Study program
- Mechanism for Evaluating Learning Outcomes of Programs Interviews
- Learning outcomes analysis results

- Learning Outcomes Assessment Plan

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested that the HEI further strengthen and systematize the mechanisms used to familiarize external stakeholders with the results and analyses of learning outcomes evaluation.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<u>1.3 Evaluation Mechanism of the Programme Learning Outcomes</u>	Select Appropriate Complies

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Bachelor's Program in Georgian and Abkhazian Language and Literature at Sokhumi State University consists of 198 credits. The program is a combination of two bachelor's programs, Georgian Philology and Abkhazian Philology, within the framework of the ongoing higher education reform in Georgia. The duration of the program is 3 years, 6 semesters. According to the current legislation, it is permissible for a student's study load during one academic year to exceed 60 credits or be less than 60 credits, but not more than 75 (ECTS) credits. Accordingly, the credits presented in the bachelor's program comply with the current legislation.

24 credits in the bachelor's program are intended for free compulsory courses, among which are foreign languages (English, German, French, or Russian) and two compulsory courses: academic writing and a special course in the state language.

The main field of study consists of 174 credits. This block presents courses in Georgian and Abkhazian languages and literatures, as well as courses in linguistics and literary studies, namely:

Introduction to linguistics

Introduction to literary studies

New Georgian language 1 (phonetics, phonology)

History of ancient Georgian literature (religious and secular writing)

Georgian and Abkhazian folklore

Abkhazian language 1

Abkhazian language 2

Communicative Abkhazian language 1

Communicative Abkhazian language 2

Communicative Abkhazian language 3

History of Abkhazian literature

New Georgian language 2 (morphology)

History of new Georgian literature

Literary theory

History of recent Georgian literature

New Georgian language 3 (syntax)

Georgian literary History of Language

General Linguistics

History of Georgian Criticism

Georgian-Abkhazian Literary Relations

Old Georgian Language

Introduction to Comparative Literature

Georgian Languages (Svan, Zan)

Georgian Lexicology

Georgian Literature in the Context of Intercultural Processes

Bachelor's Thesis

Elective courses in the main field of study consist of 33 credits, among which the Linguistics Block and the Literary Studies Block are distinguished

There are 8 subjects in the Linguistics Block:

Stylistics

Georgian Paleography

Introduction to Iberian-Caucasian Linguistics

Linguistic Situation in the Occupied Territories of Georgia

The Writer's Language

History of Writing

Introduction to Georgian Studies

Abkhazian-Georgian Linguo-Cultural Contacts

In the Literary Studies Block 8 Subject:

Georgian literary and social thought of the 19th century

Text-archetype in intertext

Georgian modernism

Georgian postmodernism

Poetics of the genre: Picaresque in the context of Georgian writing of the 20th century

Fictional transformation of history in Georgian romance (main trends)

Great names (from the history of world literature)

The Abkhazian war in the context of collective trauma

Abkhazian theme in Georgian prose

The educational program has no analogues. During a visit to the university, it was revealed that the program was developed in an accelerated time. The title of the program – Georgian and Abkhazian Language and Literature, requires some clarification, including in English. We think it would be better to call the program Georgian and Abkhazian Philology, especially since the qualification awarded by the program is a Bachelor of Philology. It is also possible that the program could be called Georgian and Abkhazian Languages and Literatures.

Some of the courses are 6 credits, and some are 3 credits.

Observation of the educational program shows that the structure of the program is generally consistent and logical. The program leaders and implementers faced several challenges: in particular, it was important to adequately present in the program important issues of Georgian and Abkhazian philology, as well as issues of language and literature. It is worth noting that the Georgian language courses are divided into parts of the Old Georgian language and the New Georgian language, while the New Georgian language includes courses on phonetics, morphology and syntax. There are five courses in the program for the Abkhazian language, two of which: Abkhazian Language 1 and Abkhazian Language 2 – are aimed at studying the grammar of the Abkhazian language,

while Communicative Abkhazian Language 1, Communicative Abkhazian Language 2, Communicative Abkhazian Language 3 - are designed for studying the Abkhazian language at the A-2 level. It is important that the titles of courses for studying the Abkhazian language clearly reflect the aspects of studying grammar and spoken language.

Folklore is taught in one course in the educational program: Georgian-Abkhazian folklore. Several courses are devoted to the study of Georgian literature, depending on the periods. One course is defined for Abkhazian literature: History of Abkhazian literature. A separate course is proposed on Georgian-Abkhazian literary relations. For details about individual courses, see 1. 5.

Evidences/Indicators

- Educational Program
- Educational Program Syllabus
- Self-Assessment Report
- Interview results

Recommendations:

- It is recommended that the courses: Abkhazian Language 1 and Abkhazian Language 2 be renamed Abkhazian Language Grammar 1 and Abkhazian Language Grammar 2.
- It is recommended to the HEI to reword the title of the program. The title of the program - Georgian and Abkhazian Language and Literature, requires some clarification, including in English. We think it would be better to call the program Georgian and Abkhazian Philology, especially since the qualification awarded by the program is a Bachelor of Philology. It is also possible that the program could be called Georgian and Abkhazian Languages and Literatures.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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**1.4 Structure and
Content of
Educational
Programme**

Select Appropriate
Substantially

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
 - The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
 - The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The courses of the Bachelor's Program in Georgian and Abkhazian Language and Literature of Sokhumi State University consist of core and elective courses.

The courses cover both general linguistics and literary studies, as well as issues of teaching the Georgian language and literature and issues of teaching the Abkhazian language and literature. In addition, several courses deal with issues of Georgian-Abkhazian linguistic and literary relations. Naturally, such a perspective poses great challenges for a three-year bachelor's program, since it is necessary to focus on all basic and mandatory issues, both in general, philological, and in the directions of Georgian language and literature and Abkhazian language and literature.

We believe that the program in most cases fulfills its goal and purpose, although there is a tendency to improve certain issues.

The mandatory course, Academic Writing, presents the topics and practical issues necessary for the performance of an argumentative paper, however, the topics of the course do not include issues related to the use of artificial intelligence generative tools, ethical norms (For details, see 2. 4.).

The mandatory course, the Special Course of the State Language, is based on Order No. 65/n of the Minister of Education, Science and Youth of Georgia (12. 08. 2025) and, in accordance with the law, it reflects important issues of teaching the Georgian language as the state language, however, the same law determines the mandatory regulations for teaching the Abkhazian language as the second state language on the territory of Abkhazia. Although Sokhumi State University currently operates in Tbilisi, it is the only

university in the controlled territory of Georgia that teaches Georgian and Abkhazian languages and literatures at the undergraduate level. We believe that the topics of the special course on the state language should reflect the issues of the Abkhazian language as the state language.

The mandatory course, Georgian and Abkhazian folklore, aims to teach the essential problems of Georgian and Abkhazian folklore. Observation of the course shows that the topics of the course include both genre material of folklore, as well as the main issues of Georgian folklore and issues of Abkhazian folklore. When discussing the epic, as well as in the topic of fairy tales, along with the genre issues of folklore and the names of samples of Georgian folklore, (ნართალის თქმულებები) Narta tales from Abkhazian folklore are mentioned twice. We believe that this is a technical error and should be, because the correct term is Nart epos. It is noteworthy that the mandatory and additional literature includes studies of Georgian and Abkhazian folklore, however, it is important that the curriculum, along with samples of Georgian folklore, also includes samples of Abkhazian folklore, including the Abkhazian version of the Nartbi epic "The Tale of Nart" ("ამბავი ნართებისა"), Tbilisi, 1989, which is fully available in the electronic library of Sokhumi State University.

Evidences/Indicators

- Educational Program
- Educational Program Syllabus
- Self-Assessment Report
- Interview results
- Law on the State Language
- <https://matsne.gov.ge/ka/document/view/6604704?publication=0>

Recommendations:

- It is recommended that, in the subject matter of the state language course, along with the issues of the Georgian language as the state language, the issues of the

Abkhazian language as the state language on the territory of Abkhazia be reflected.

- It is recommended that the technical flaw in the course “Georgian and Abkhazian Folklore” be corrected and the Abkhazian Narts’ epic “The Tale of Narts” be included in the literature and subject matter of the same course.

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Select Appropriate Substantially

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The prerequisites for admission to the Bachelor's program – Georgian and Abkhazian Language and Literature of the Faculty of Humanities of Sokhumi State University comply with the current legislation and the bachelor's level. In particular, a student of the program submitted for accreditation may become a person with complete general education based on the results of the Unified National Exams, taking into account the subjects, priorities and their corresponding coefficients established by the university. In

particular, for enrollment in the Bachelor's program – Georgian and Abkhazian Language and Literature – the following is mandatory:

- a) passing a foreign language (English, German, French or Russian);
- b) passing Georgian language and literature;
- c) passing history or literature.

It is also possible to enroll in the program without passing the Unified National Exams. Studying is carried out in accordance with the rules established by the legislation.

Student mobility for students transferred to the Bachelor's Program of Georgian and Abkhazian Language and Literature at Sokhumi State University through internal and external mobility is carried out in accordance with the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010 and on the basis of the normative acts established by the University, starting from the second semester of study.

The prerequisites for admission to the program are transparent and in accordance with the legislation. According to the University, upon accreditation of the program, the program and prerequisites for admission will be posted on the University's website and other relevant educational platforms.

Evidences/Indicators

- Educational Program
- Educational Program Syllabus
- Self-Assessment Report
- Interview results

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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2.1 Programme Admission Preconditions

Select Appropriate
Complies

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Bachelor's program of Georgian and Abkhazian language and literature develops practical, scientific, research, analytical, performing and transferable skills. Specifically, in the educational program, in separate training courses, students master scientific-research technical calculations, practical work, etc.

The bachelor's program consists of a bachelor's thesis, which includes 6 credits. The university has developed criteria for the creation and design of a bachelor's thesis, which is precisely the field of philology. Bachelor's theses are checked by a plagiarism program. Bachelor's theses are accompanied by a supervisor's assessment, a plagiarism program report, etc. However, it is also worth noting that recently, the active use of artificial intelligence generative tools has become an important part of the university, and artificial intelligence has been developed. The rule or guide for the ethical use of generative tools, which allows the use of beneficiaries, plans scientific-research works, as a separate course of study, as a view of the bachelor's thesis. Also, the introduction of bachelor's theses, highlighting that the abstract of the works does not fully comply with the international rules of citation. It is desirable to pay more attention to the international rules of citation at the level of scientific works (For details, see 2. 4.).

Evidences/Indicators

- Educational Program
- Educational Program Syllabus
- Self-Assessment Report
- Interview results

Recommendations:

- None

Suggestions for the Programme Development

- It is desirable to pay more attention to the international rules of citation at the level of scientific works.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	Select Appropriate Complies

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Careful examination of the study programme and syllabi shows that teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, sectoral benchmark requirements (if any) and ensure their achievement. The selected teaching–learning methods combine theoretical, practical, analytical, and applied approaches. Practical and applied methods ensure alignment with skills-based and competency-oriented learning outcomes. While the syllabi explicitly acknowledge online mechanisms for faculty consultations and generic procedural adaptations for distance learning, they do not transparently define or integrate specific digital tools, e-learning methodologies, or interactive multimedia components. Teaching–learning methods ensure students' active engagement, interaction between students and staff and among students, promote autonomy and responsibility, and develop a wide range of skills including critical and analytical skills. These methods promote communication skills, teamwork, argumentation, and reflective thinking, while encouraging meaningful

interaction between students and instructors. Practical activities reinforce active participation by engaging students in task-based learning, supporting both formative development and mastery of outcomes. However, it is evident that the syllabi successfully incorporate practical approaches, but they display an uneven distribution regarding research-oriented methods. In courses like *Modern Georgian 2 (Morphology)* and *Modern Georgian 1 (Phonetics, Phonology)*, midterm evaluations rely exclusively on weekly practical class performance. To better promote higher-level student autonomy, critical reflection, and scientific argumentation, these courses would benefit from embedding dedicated research activities, for example such as short paper preparation or project presentations, which would be similar to the models successfully utilized in the *Old Georgian Language* and *Georgian-Abkhazian Literary Relations* syllabi. Students expressed their overall satisfaction with the teaching and learning process organized at the University. It was confirmed during the visit that the chosen teaching and learning methods encourage students' active participation in the educational process, fostering interaction both between students and academic staff and among students themselves. These approaches support student engagement while ensuring an appropriate level of autonomy and responsibility, and they are designed to develop a broad range of skills, including critical and analytical thinking. During the interviews with alumni and students they also pointed out that they would prefer to have more presentations incorporated, so this is suggested to the HEI for consideration. The HEI has decent material resources and it is confirmed that in case of necessity, the HEI ensures electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcomes of the programme.

Evidences/Indicators

- Study program
- Syllabi
- Interviews
- Facility observation

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested to the HEI to integrate a formal research component (such as a short course paper, literature review, or analytical presentation) into the assessment structure of the foundational linguistic tracks.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Select Appropriate Complies

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

At Sokhumi State University the student evaluations are conducted using the varied assessment methods and criteria specified in the course syllabi. These grading procedures are explicitly outlined and fully align with all legal standards.

Additionally, the specific evaluation formats applied within a given course are tailored to its subject matter, ensuring that the intended learning outcomes are accurately measured.

The methods, components, and criteria for assessing knowledge are clearly and in detail defined in the syllabus of each course. During the interviews conducted with the students, it was revealed that the syllabi are accessible to them prior to the start of the academic process.

During the visit, interviews with academic staff, invited lecturers, and students revealed that students receive general, rather than individual, oral and/or written feedback regarding their mid-term and/or final assessments. Several lecturers noted that they discuss exam questions with students collectively after the assignment and/or exam. However, in this format, the student does not receive individual feedback from the lecturer. While one lecturer mentioned leaving comments directly on students' papers, and one student confirmed receiving written feedback from a few lecturers, it is clearly established that this is an exception rather than a standardized practice across the HEI. In order for a student to be able to identify strengths and areas for improvement, timely and individual feedback from the lecturer is necessary, at least in oral form (although written feedback is highly preferable).

It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and individualized feedback on their mid-term and final assessments across all courses.

According to the program requirements, students are obligated to write a bachelor's thesis. To facilitate this, the HEI has established a regulatory document titled

“Instructions for the Execution, Defense, and Evaluation of the Bachelor’s Thesis,” which is explicitly referenced in the course syllabus.

Interviews conducted with both graduating students and alumni confirmed that, prior to commencing their thesis work, they are fully briefed by their supervisors regarding the specific requirements stipulated in these instructions.

Furthermore, this document comprehensively outlines the thesis evaluation framework. Specifically, the grading is distributed as follows:

- Supervisor: 30% of the overall grade;
- Reviewer: 30% of the overall grade;
- Thesis Defense Commission: 40% of the overall grade.

The assessment criteria are drawn up in accordance with the requirements provided in the above-mentioned instructions.

The HEI has a regulatory policy in place governing the responsibilities and disciplinary actions for academic ethics and discipline violations among academic, scientific, and visiting staff, as well as students across all levels (bachelor’s, master’s, and PhD). This document explicitly outlines:

- Procedures and mechanisms for preventing academic ethics violations;
- Mechanisms for detecting plagiarism;
- Protocols for responding to identified instances of plagiarism, among other related matters.

Interviews with students revealed that they are informed about the consequences of plagiarism detection.

However, neither this document nor any other HEI regulation specifies rules for the ethical use of Generative Artificial Intelligence (AI) tools. This omission poses a significant threat to ensuring the reliability and validity of the assessment process.

It is recommended that the HEI develop and formally integrate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools into its existing academic integrity framework.

Article 6 of the HEI’s “Instructions for Conducting Examinations” outlines the procedure for appealing student grades. Interviews with students confirmed that they are aware of the grade appeal procedure; however, none of them had ever utilized this opportunity. Approximately ten students attended the interview (including several alumni). The fact that none of them had ever exercised the right to appeal their grades suggests that the appeal mechanism may be merely formal.

On May 18, 2026, the expert panel reiterated its request for the HEI to provide evidence demonstrating the practical implementation of the student grade appeal process.

In response, the HEI submitted a single example of a grade appeal. According to the provided evidence:

- April 30, 2026: The student takes the exam.
- May 14, 2026: The student files the appeal.
- May 18, 2026: A session of the temporary appeals commission is held, resulting in a decision to leave the student’s grade unchanged.

The fact that the HEI provided only one piece of evidence – whose timeline suspiciously coincides with the expert panel’s request – reinforces the suspicion that the grade appeal mechanism is merely formal and is not actively utilized by students in practice.

It is suggested that the HEI implement a student grade appeal mechanism that genuinely and effectively fulfills its intended purpose.

The HEI evaluates learning outcomes. Given that the program submitted for accreditation has not yet been implemented in practice, the HEI presented interim evaluations of learning outcomes from other educational programs. According to this document, an analysis of student assessments is conducted, and in some instances, the need to implement changes in specific areas has been identified. However, interviews conducted with academic staff, students, and alumni clearly revealed that implementing changes to educational programs based on the analysis of student assessments rarely occurs in practice.

It is suggested that the HEI develop and enforce a functional, systematic mechanism to ensure that the findings from student assessment analyses are actively utilized to update, refine, and continuously improve the educational programs.

Each syllabus states that “during online, electronic/distance learning, the implementation of relevant teaching and assessment methods as outlined in the Educational Process Regulations of Sokhumi State University is planned, ensuring no alteration to the program’s objectives and learning outcomes.” However, the regulatory document referenced in this provision lacks specific and clearly articulated rules regarding how the assessment process should be conducted during electronic or distance learning.

During the interview process, HEI representatives noted that certain educational programs enroll individuals who are convicted and currently serving prison sentences. Given this specific circumstance, it is critically important to clearly establish the rules and procedures required to maintain the reliability and validity of assessments administered through electronic/distance learning formats.

It is suggested that the HEI amend its educational process regulations to include specific, comprehensive guidelines for conducting student assessments during electronic and distance learning.

Evidences/Indicators

- BA program curricula;
- Course syllabi;
- Interviews conducted during the visit to the HEI;
- Educational Process Regulations;
- Instructions for Conducting Examinations;
- Instructions for the Execution, Defense, and Evaluation of the Bachelor’s Thesis;
- Rule on the Responsibility for Violations of Academic Ethics and Academic Discipline by the Academic, Scientific, and Invited Staff, and Students (Doctoral/Master’s/Bachelor’s) of LEPL Sokhumi State University;
- Self-evaluation report.

Recommendations:

- It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and individualized feedback on their mid-term and final assessments across all courses.
- It is recommended that the HEI develop and formally integrate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools into its existing academic integrity framework.

Suggestions for the Programme Development

- It is suggested that the HEI implement a student grade appeal mechanism that genuinely and effectively fulfills its intended purpose.
- It is suggested that the HEI develop and enforce a functional, systematic mechanism to ensure that the findings from student assessment analyses are actively utilized to update, refine, and continuously improve the educational programs.
- It is suggested that the HEI amend its educational process regulations to include specific, comprehensive guidelines for conducting student assessments during electronic and distance learning.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Substantially

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's student.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on interviews conducted with the students and alumni, it was revealed that the faculty does not have a dedicated study process manager or coordinator. The functions of this position are carried out by the Dean and the Deputy Dean. Nevertheless, students

do not experience any communication issues with the administration regarding problematic matters and receive appropriate consultations in a timely manner. To improve their academic achievements, students reach out directly to academic/invited staff for additional consultations when necessary.

However, to ensure the long-term sustainability and efficiency of student support services, **it is suggested that the faculty establish a dedicated position for a study process manager or coordinator**. Delegating these administrative duties would guarantee uninterrupted, individualized support for students regardless of faculty workload, while allowing the Dean and Deputy Dean to focus more effectively on the strategic and academic leadership of the faculty.

Regarding the facilitation of students' career development and employment, meetings with employers are held periodically at the HEI. However, there is no distinct structural unit (career service) whose primary function is to support and advise students on career-related matters. For the detailed analysis regarding this matter, please refer to Section 1.1 To facilitate adaptation and integration into the HEI space, orientation meetings with the Dean are held for students during the first week of studies, providing them with essential information about available HEI services. It is important to note that the HEI environment is tailored to the needs of persons with disabilities (PWDs), and the institution has practical experience in integrating such students into the educational process.

Students are actively involved in research and cognitive activities. Conferences are regularly held at the HEI. According to the students, they actively participate in both internal and external HEI events and enjoy the full support of the HEI administration in this process. Furthermore, successful students participate in national-level conferences with financial support from the HEI. Nonetheless, during the interviews, students expressed a desire for the HEI to offer more practical and field-based educational activities within the program, such as archaeological excavations and museum visits.

Evidences/Indicators

- Interviews conducted during the visit to the HEI;
- Self-evaluation report.

Recommendations: None

Suggestions for the Programme Development

- It is suggested that the faculty establish a dedicated position for a study process manager or coordinator.
- .

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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**3.1 Student
Consulting and
Support Services**

Complies

3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master's student to perform the scientific-research component successfully.
- Within master's programmes, ration of students and supervisors enables to perform scientific supervision properly.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master's students	
Number of master theses supervisors	
Number of master's students	
Ratio - supervisors of master's theses/master's students	

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Select Appropriate

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated staff
Total number of academic staff	22	17	17	21
- Professor	6	4	4	6
- Associate Professor	15	13	13	15

⁵ Staff implementing the relevant components of the main field of study

⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Visiting Staff	1	1	1	–
Scientific Staff				–
Including International Staff				

The analysis of the documentation provided by Sokhumi State University, including the self-evaluation report, program curriculum, staff CVs, workload documentation, and information obtained during the site visit and interviews, demonstrates that the program generally complies with the requirements of the standard component related to human resources and administrative support.

The program is implemented by qualified academic personnel possessing relevant academic degrees, research experience, and field-specific competencies in Georgian and Abkhazian philology. The academic staff involved in program delivery demonstrate appropriate expertise through their scientific publications, participation in national and international conferences, research activities, and involvement in program development processes. The qualifications of the program staff are generally consistent with the program content and intended learning outcomes.

The program involves a relatively stable group of affiliated academic personnel, including professors and associate professors, whose qualifications correspond to the teaching components assigned to them. The Heads of the Program demonstrate relevant academic and professional competence and are actively involved in program implementation, curriculum development, and quality assurance processes.

The program is supported by an adequate number of administrative and support staff. The faculty administration, quality assurance representatives, library personnel, and educational process management staff appear to possess the competencies necessary to support program implementation and student services. Interviews conducted during the site visit confirmed that students and academic staff have access to administrative and technical support.

Analysis of the curriculum and workload distribution reveals a significant reliance on a limited number of specialists in highly specialized fields related to the Abkhazian language and philology. Several core courses are taught exclusively by individual academic staff members, particularly within the Abkhazian language component of the program. This creates a potential risk to the long-term sustainability and continuity of teaching in the event of staff unavailability or turnover.

During the site visit, program representatives explained that the university has mechanisms to support continuity in the field of Abkhazian studies through the Abkhazian Language Center, where junior researchers and young specialists conduct research on the Abkhazian language and philology. This demonstrates the institution's

awareness of the importance of academic continuity and staff development in a highly specialized field. Nevertheless, considering that several core program components continue to rely heavily on senior academic staff, it would be advisable for the university to further strengthen long-term succession planning by more actively involving junior researchers in teaching practice, co-teaching activities, curriculum implementation, and student supervision. Early practical engagement would facilitate the gradual transfer of academic and pedagogical expertise and contribute to sustainable program development. Furthermore, given the current educational framework and reforms in Georgia, under which the university no longer offers Master's or Doctoral programs in the Abkhazian and Georgian language and literature, the institution is encouraged to consider strategic mechanisms for preparing future academic staff in the long term. In this regard, additional partnerships, research initiatives, joint programs, or targeted academic development strategies may be important for ensuring the program's future sustainability and continuity.

Evidences/Indicators

- The self-evaluation report,
- Program curriculum,
- Staff CVs,
- Workload distribution documentation,
- Interviews during the site visit.

Recommendations:

- None

Suggestions for the Programme Development

- The university is encouraged to strengthen long-term succession planning to reduce dependence on a limited number of senior specialists in the Abkhazian language and philology.
- It is advisable to involve junior researchers and young specialists from the Abkhazian Language Center more actively in teaching practice, co-teaching, curriculum implementation, and student supervision to facilitate the gradual transfer of academic and pedagogical expertise.
- The university is encouraged to develop more systematic mechanisms for preparing future academic staff in Abkhazian and Georgian philology, particularly given the absence of Master's and Doctoral programs in these fields under the current educational framework.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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4.1 Human Resources

Select Appropriate
Complies

4.2 Qualification of Supervisors of Master's Students

The Master's students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Select Appropriate

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The analysis of the self-evaluation report, the additional quality assurance documentation provided after the site visit, annual scientific activity and research reports, and the interviews conducted during the evaluation process demonstrate that Sokhumi State University has established mechanisms for the evaluation and professional development of academic, scientific, and invited staff.

The documentation confirms that the university regularly conducts various evaluations and satisfaction surveys involving academic personnel and students. The quality assurance system is based on the PDCA ("Plan-Do-Check-Act") cycle and includes mechanisms for monitoring educational processes, academic staff satisfaction, student satisfaction, and lecturer evaluation. The university also conducts student evaluations of lecturers through online questionnaires, assessing issues such as syllabus presentation, communication with students, the use of modern teaching methods, the fairness of assessment, and the organization of the teaching process.

The evaluation results presented in the report generally indicate high levels of satisfaction among both academic staff and students. Academic personnel positively assess the administration, the organization of the educational process, the evaluation

system, and support for research activities. At the same time, the surveys also reveal several important areas for improvement, including the need for enhanced material-technical resources, modernization of infrastructure, and stronger support for scientific activities and academic mobility.

The university demonstrates support for academic staff professional development through participation in conferences, scientific activities, research projects, publications, and various professional development initiatives. Additional documentation submitted within the accreditation materials, including annual scientific activity and research reports from different academic directions and departments, further confirms active academic engagement in scientific conferences, scholarly publications, research activities, and professional events across several academic years. Interviews conducted during the site visit further confirmed that academic staff are actively engaged in scholarly and research activities relevant to the program field. The institution also appears to encourage participation in scientific events and supports the dissemination of academic work.

Although the university has functioning staff evaluation and professional development mechanisms, greater attention could be paid to systematically analyzing and practically applying evaluation outcomes to target academic staff development, particularly in innovative teaching methods, digital competencies, and the involvement of younger academics in teaching and research activities.

The evaluation process identified several challenges in stakeholder engagement with quality assurance mechanisms. During the site visit, university representatives acknowledged that student participation in lecturer evaluation surveys remains relatively low. This issue may affect the representativeness and effectiveness of the evaluation results, thereby limiting the usefulness of feedback for improving teaching quality. In this regard, it would be advisable for the university to strengthen mechanisms encouraging student participation in evaluation processes. For example, the electronic platform could be further developed so that students complete lecturer evaluation questionnaires before gaining access to final course grades. Such a mechanism could increase response rates and improve the effectiveness of feedback collection while maintaining the confidentiality and independence of the evaluation process.

Overall, the program substantially complies with the standard component requirements for the evaluation and professional development of academic, scientific, and invited staff. The university demonstrates functioning quality assurance mechanisms and support for academic development; however, strengthening stakeholder engagement in evaluation processes and enhancing the practical use of evaluation results would further improve the system's effectiveness.

Evidences/Indicators

- The self-evaluation report,
- Quality assurance documentation,
- Interviews conducted during the site visit,
- Annual scientific activity and research reports.

Recommendations:

- None

Suggestions for the Programme Development

The university should consider strengthening mechanisms that encourage greater student engagement in quality assurance processes.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Select Appropriate Complies

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The analysis of the self-evaluation report, supporting documentation, library regulations, quality assurance reports, statistical materials, and information obtained

during the site visit demonstrates that Sokhumi State University generally provides the material, technical, and informational resources necessary for the implementation of the Bachelor's Program in Georgian and Abkhazian Language and Literature and for the achievement of the program learning outcomes.

The university possesses library infrastructure distributed across two academic buildings, including reading halls, computer spaces, electronic library services, and access to printed and electronic learning resources. The library regulations clearly define the library's functions, responsibilities, user services, cataloguing systems, and mechanisms for maintaining and developing library resources. The institution uses the EVERGREEN electronic catalogue system and provides access to both printed and electronic materials through its library services.

According to the documentation and interviews conducted during the site visit, the program provides access to the core literature listed in the syllabi, including resources on Georgian and Abkhazian philology. Representatives of the university explained that the library collection had previously been strengthened during earlier accreditation processes when Abkhazian literature was included as a minor component within the Georgian Philology program. The university also demonstrated the existence of reading halls and spaces supporting independent student work.

The documentation additionally indicates that the university provides access to several international electronic databases and scientific resources, including HeinOnline, SAGE Premier, Duke Journals, Edward Elgar resources, and other electronic platforms. Statistical materials on database usage were also presented. However, the provided statistics appear relatively general and do not clearly demonstrate the actual intensity and effectiveness of student engagement with international scientific databases. The available data show very uneven usage patterns across databases, with some resources demonstrating minimal or no recorded use.

During the site visit, academic staff and students frequently stated that learning materials are widely available in digitalized form. However, during the library visit, it became evident that the university faces limitations in fully digitizing library materials due to copyright restrictions. Although the electronic library infrastructure exists and certain materials are digitized, not all literature indicated in syllabi is available electronically. At the same time, the library maintains a considerable collection of printed

resources and provides students with access to reading halls and physical learning materials necessary for the program implementation.

Interviews conducted with students also revealed limited awareness and practical use of international scientific databases and research platforms. In several cases, students were unfamiliar with databases such as Scopus and other international academic search systems. This suggests that although technical access to electronic resources is formally available, the practical integration of international research databases into the learning and research process remains underdeveloped.

The quality assurance documentation and student surveys further indicate generally positive evaluations of the university's infrastructure, library services, and electronic systems, including the StudLab platform. Nevertheless, survey results also reveal a recurring demand for modernizing material-technical resources, improving computer equipment, and strengthening educational infrastructure. A portion of academic staff and students expressed the opinion that additional technical equipment and further renewal of educational spaces would improve the learning environment.

Overall, the program substantially complies with the requirements of the standard component related to material resources. The university provides the infrastructure, library services, technical equipment, and informational resources necessary for program implementation. At the same time, further strengthening of digital resource accessibility, enhancement of students' research competencies related to international databases, modernization of technical infrastructure, and development of clearer mechanisms for monitoring actual usage of electronic scientific resources would further improve the effectiveness of the material resource system supporting the program.

Evidences/Indicators

- The self-evaluation report,
- Library regulations document,
- Student survey results,
- Academic staff satisfaction survey results,
- Statistics on the use of international scientific databases and electronic resources,
- Program syllabi and curriculum materials,
- Interviews conducted during the site visit.

Recommendations:

- None

Suggestions for the Programme Development

- The university is encouraged to continue strengthening the accessibility of electronic learning resources and expanding legally accessible digital materials in accordance with copyright regulations, while also improving the analytical quality and specificity of statistical reporting on the use of electronic resources and databases in order to better assess their effectiveness and impact on the educational process..
- It would be advisable to develop clearer mechanisms for monitoring and analyzing the actual use of international scientific databases and electronic resources by students and academic staff.
- The university is encouraged to strengthen the integration of international scientific databases, including Scopus and similar platforms, into its teaching and research processes.
- Additional training sessions and practical workshops for students on the use of international academic databases, electronic catalogues, and research tools would further enhance students' research competencies and academic literacy.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 <u>Material</u> <u>Resources</u>	Select Appropriate Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The analysis of the budget documentation and interviews conducted during the site visit demonstrates that the university has attempted to ensure the program's financial sustainability by integrating previously separate programs in Georgian Philology and Abkhazian Philology into a unified Bachelor's Program in Georgian and Abkhazian

Language and Literature. During the interviews, university representatives explained that, prior to the program restructuring, Georgian Philology admitted approximately 50 students annually, while Abkhazian Philology admitted approximately 5 students. The new integrated program is expected to admit approximately 20 students annually, although the final admission quota has not yet been definitively determined.

The submitted budget documentation indicates that the program is supported not only through program-generated tuition revenue but also through broader faculty and institutional financial resources. The budget includes expenditures corresponding to program implementation needs, including academic and invited staff remuneration, professional development activities, scientific events, publication support, library resources, and other educational expenses. This demonstrates the institution's commitment to maintaining the program despite the field's specialized nature.

Overall, the programme fully complies with the requirements of the component, as financial resources are allocated through both programme and faculty budgets and generally correspond to programme implementation needs.

Evidences/Indicators

- The self-evaluation report,
- The program and faculty budget documents,
- Interviews conducted during the site visit.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.5. Programme/ Faculty/School Budget	Select Appropriate

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment processes. Programme staff utilizes quality assurance results for programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the information provided by the Higher Education Institution (HEI), the programme has a well-organized quality assurance system that follows institutional and national quality assurance requirements.

The quality assurance system of Sokhumi State University and the relevant faculty works according to the “Plan–Do–Check–Act” (PDCA) cycle. This means that quality assurance is a continuous process that includes planning, implementation, monitoring, evaluation, and further improvement of the programme and educational activities. The quality assurance service is involved in all stages of programme implementation and regularly evaluates educational processes, analyzes results, and works on improving identified weaknesses.

The programme staff works closely with the university and faculty quality assurance services while planning quality assurance activities, creating evaluation tools, conducting assessments, and analyzing results. This cooperation supports effective programme development and improvement based on evidence and evaluation results.

The programme staff also uses the results of quality assurance activities when making programme-related decisions. The evaluation mechanisms approved by the Academic Council include self-evaluation, surveys, questionnaires, and external assessments. These mechanisms provide important feedback that is used for programme improvement and development.

The self-evaluation report was prepared through a collaborative process involving academic and invited staff, students, graduates, employers, and administrative staff from

both the faculty and the university. This demonstrates active stakeholder involvement and supports the development of a strong quality culture within the institution.

The institution's quality culture is based on stakeholder satisfaction, teamwork, stakeholder involvement, and effective process management. This shows that quality assurance is integrated into the everyday activities of the institution and is not only a formal requirement.

In addition, the quality assurance service provides consultation and support to faculty members to ensure that educational activities meet legislative and institutional standards.

The institution also demonstrates that internal quality assurance mechanisms are continuously used to identify weaknesses and implement improvement measures. The self-evaluation process helps the institution identify problems and develop ways to solve them, supporting continuous quality improvement.

Although the information mainly focuses on general quality assurance processes, the HEI also states that quality assurance mechanisms are adapted for monitoring and evaluating electronic and distance learning processes when needed.

As a conclusion, we can say that the programme has an effective and collaborative internal quality assurance system that supports continuous improvement, stakeholder involvement, and regular monitoring and evaluation processes.

Evidences/Indicators

- The Methodology of Approval, Planning and Development of Bachelor's Programs Approved by the Academic Council of Sokhumi State University
- Protocols of the Self-Assessment Group
- Educational program
- Self-evaluation report
- Interviews provided during the site visit

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

Programme utilises the results of external quality assurance on a regular basis.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme demonstrates systematic use of external quality assurance mechanisms and external evaluation results for programme development and continuous improvement. The processes described by the institution are aligned with national legislative requirements and support the enhancement of programme quality through regular external evaluation, benchmarking, and stakeholder engagement.

The external quality assurance mechanisms at Sokhumi State University are implemented in accordance with the Law of Georgia “On Higher Education” and the Law of Georgia “On Development of the Quality of Education.” The programme undergoes external evaluation procedures based on the national regulations for authorization and accreditation of educational institutions and programmes. The university periodically submits self-evaluation reports and programme-related information to the National Center for Educational Quality Enhancement in accordance with established procedures and timelines. This demonstrates that the programme regularly participates in external quality assurance processes.

The programme staff actively considers and utilizes recommendations received during authorization and accreditation processes. According to the information provided, recommendations from accreditation experts are discussed by the programme head and academic staff involved in programme implementation. Proposed modifications are reviewed by the faculty quality assurance service and faculty council, and further coordinated with the university quality assurance service and relevant structural units. Final decisions regarding programme changes are approved by the Academic Council and communicated to the National Center for Educational Quality Enhancement. This

process demonstrates a structured and institutionalized approach to utilizing external evaluation results for programme improvement.

The HEI also employs additional external quality enhancement mechanisms, including developmental peer review, foreign feedback, benchmarking, and stakeholder surveys.

The programme also takes into consideration labour market needs and employer expectations. Analysis of employers' requirements and stakeholder feedback forms part of the programme evaluation and improvement process, contributing to the relevance and sustainability of programme outcomes.

The programme effectively utilizes external quality assurance mechanisms, accreditation recommendations and external stakeholder feedback to support continuous programme improvement and alignment with national and international standards.

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Evidences/Indicators

- The Methodology of Approval, Planning and Development of Bachelor's Programs Approved by the Academic Council of Sokhumi State University
- External quality assessment document
- Self-assessment protocols
- Document of analysis of employers' requirements and relevant information;
- Protocols of the Self-Assessment Group
- Educational program
- Self-evaluation report
- Interviews provided during the site visit

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on the information provided by the Higher Education Institution (HEI), the programme monitoring and periodic review mechanisms are systematically implemented and involve a broad range of stakeholders. The institution demonstrates an ongoing commitment to programme development, quality enhancement, and alignment with national and international academic standards through continuous monitoring, stakeholder feedback, and benchmarking activities.

At the Faculty of Humanities, programme monitoring is conducted periodically by both the university-level quality assurance unit and the Faculty Quality Assurance Office. The monitoring process includes the systematic collection, analysis, and evaluation of information related to programme implementation and educational quality. The process involves academic staff, administrative personnel, students, graduates, employers, and subject-matter experts, which ensures a participatory and inclusive approach to programme review and development.

As part of the monitoring and review process, recommendations, conclusions, and potential amendments are developed to support programme improvement and ensure compliance with accreditation and authorization standards. The programme demonstrates the use of evidence-based mechanisms for continuous quality enhancement, including:

- Evaluation of library resources and learning materials in relation to course syllabi and programme needs;
- student surveys and questionnaires regarding the quality of teaching, courses, and programme implementation;
- collection and analysis of feedback from graduates and employers;
- preparation of recommendations and guidelines for teaching quality improvement and programme development;
- consideration of expert opinions and recommendations regarding programme refinement and development.

The information provided indicates that programme modifications and improvements are implemented based on the analysis of assessment and monitoring results. This demonstrates that programme review processes contribute directly to programme modernization and quality enhancement.

The institution also carries out benchmarking activities by comparing the programme with similar programmes offered by local and international universities. This process supports the alignment of the programme with modern academic requirements and the integration of international best practices into programme development and improvement.

Student feedback mechanisms are systematically implemented through surveys and questionnaires conducted during and after course delivery. Students evaluate courses and teaching quality, and the collected information is used to refine and improve programme components and teaching practices. This demonstrates that student perspectives are integrated into programme quality assurance processes.

The programme also incorporates feedback from graduates and employers, which supports the relevance of programme learning outcomes and responsiveness to labour market demands. Such stakeholder engagement contributes to evidence-based decision-making and programme enhancement.

The programme effectiveness is assessed through the use of multiple monitoring indicators, including stakeholder feedback, survey results, benchmarking outcomes, and quality assurance reports. Based on these analyses, recommendations and programme modifications are developed where necessary, demonstrating a continuous improvement approach.

The programme demonstrates effective and systematic monitoring and review mechanisms involving relevant stakeholders, regular collection and analysis of feedback,

and the use of monitoring results for programme improvement, modernization, and alignment with contemporary academic standards.

Evidences/Indicators

- Website of the Quality Assurance Service of Sokhumi State University
- Methodology for Planning, Developing, Approving, and Advancing Bachelor's Programs
- Minutes of the Georgian and Abkhazian Philology Department of the Faculty of Humanities
- Reports of the Faculty and University Quality Assurance Service
- Self-evaluation report
- Interviews provided during the site visit

Evidences/Indicators

- Website of the Quality Assurance Service of Sokhumi State University
- Methodology for Planning, Developing, Approving, and Advancing Bachelor's Programs
- Minutes of the Georgian and Abkhazian Philology Department of the Faculty of Humanities
- Reports of the Faculty and University Quality Assurance Service
- Self-evaluation report
- Interviews provided during the site visit

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

Nihada Delibegović Džanić, signature



Accreditation Expert Panel Members

Nino Popiashvili, signature



Ana Chubinidze, signature



Nino Pataraiia, signature



Shalva Mkheidze, signature

